

## BEAUFORT ELEMENTARY

1800 Prince Street  
Beaufort, SC 29902

**GRADES** PK-5 Elementary School

**ENROLLMENT** 361 Students

**PRINCIPAL** Dr. Terry Hitch 843-322-2600

**SUPERINTENDENT** Herman K. Gaither 843-322-2300

**BOARD CHAIR** Earl Campbell 843-322-2356

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	35	58	5	0

#### IMPROVEMENT RATING:

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>	Average	Good	Yes

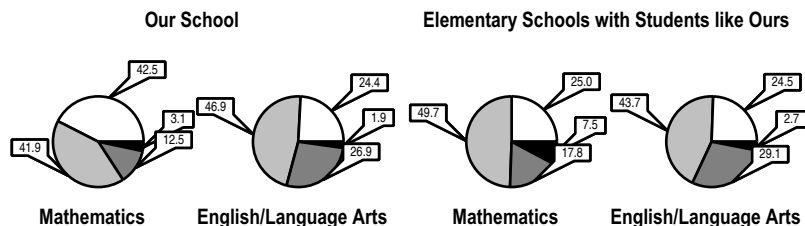
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	189	97.9	21.2	45.3	25.9	7.6	45.3	Yes	Yes
<b>Gender</b>									
Male	104	97.1	19.4	45.2	26.9	8.6	48.4		
Female	85	98.8	23.4	45.5	24.7	6.5	41.6		
<b>Racial/Ethnic Group</b>									
White	56	98.2	8.0	38.0	42.0	12.0	64.0	Yes	Yes
African-American	126	97.6	27.4	48.7	17.7	6.2	37.2	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	149	98.7	15.8	51.1	30.8	2.3	45.9		
Disabled	40	95.0	40.5	24.3	8.1	27.0	43.2	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	97.9	21.2	45.3	25.9	7.6	45.3		
<b>English Proficiency</b>									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	97.8	21.1	45.8	25.3	7.8	45.2		
<b>Socio-Economic Status</b>									
Subsidized meals	145	97.9	25.4	47.7	21.5	5.4	39.2	Yes	Yes
Full-pay meals	44	97.7	7.5	37.5	40.0	15.0	65.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	189	98.4	38.6	45.6	12.3	3.5	26.9	Yes	Yes
<b>Gender</b>									
Male	104	98.1	35.1	51.1	9.6	4.3	29.8		
Female	85	98.8	42.9	39.0	15.6	2.6	23.4		
<b>Racial/Ethnic Group</b>									
White	56	98.2	16.0	52.0	22.0	10.0	44.0	Yes	Yes
African-American	126	98.4	47.4	43.0	8.8	0.9	21.1	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	149	98.7	35.3	45.9	15.0	3.8	32.3		
Disabled	40	97.5	50.0	44.7	2.6	2.6	7.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	189	98.4	38.6	45.6	12.3	3.5	26.9		
<b>English Proficiency</b>									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	98.4	38.9	44.9	12.6	3.6	27.5		
<b>Socio-Economic Status</b>									
Subsidized meals	145	98.6	46.6	42.7	9.2	1.5	22.1	Yes	Yes
Full-pay meals	44	97.7	12.5	55.0	22.5	10.0	42.5		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	79	100.0	37.7	42.0	18.8	1.4	20.3
	<b>Grade 4</b>	72	100.0	33.8	50.8	13.8	1.5	15.4
	<b>Grade 5</b>	78	98.7	47.1	44.1	8.8	N/A	8.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	54	98.2	18.0	34.0	44.0	4.0	48.0
	<b>Grade 4</b>	68	97.1	17.2	62.5	18.8	1.6	20.3
	<b>Grade 5</b>	62	98.4	27.1	54.2	18.6	N/A	18.6
	<b>Grade 6</b>	5	100.0	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	79	98.7	43.5	46.4	5.8	4.3	10.1
	<b>Grade 4</b>	72	100.0	46.9	46.9	6.3	N/A	6.3
	<b>Grade 5</b>	78	98.7	42.6	45.6	11.8	N/A	11.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	54	98.2	36.0	50.0	14.0	N/A	14.0
	<b>Grade 4</b>	68	98.5	32.3	50.8	13.8	3.1	16.9
	<b>Grade 5</b>	62	98.4	47.5	39.0	8.5	5.1	13.6
	<b>Grade 6</b>	5	100.0	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 361)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.1%	Down from 1.6%	3.7%	2.7%
Attendance rate	96.3%	Up from 94.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.4%		5.4%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.4%		3.9%	3.5%
Eligible for gifted and talented	11.6%	Down from 13.2%	9.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.9%	Down from 14.8%	9.4%	8.2%
Older than usual for grade	0.3%	Down from 1.2%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	42.5%	Down from 43.2%	46.8%	51.4%
Continuing contract teachers	85.0%	Down from 90.9%	87.5%	87.5%
Highly qualified teachers**	91.3%	N/A	95.4%	95.0%
Teachers with emergency or provisional certificates	5.7%		0.0%	0.0%
Teachers returning from previous year	86.2%	Down from 90.2%	86.3%	86.7%
Teacher attendance rate	95.0%	Up from 93.4%	94.7%	94.9%
Average teacher salary	\$45,329	Up 4.9%	\$40,019	\$40,760
Prof. development days/teacher	30.9 days	Up from 14.7 days	13.2 days	12.4 days

School

Principal's years at school	3.0	Up from 2.0	3.5	4.0
Student-teacher ratio in core subjects	18.8 to 1	N/R	18.1 to 1	18.9 to 1
Prime instructional time	86.5%	Up from 84.5%	89.6%	90.0%
Dollars spent per pupil*	\$9,518	Up 6.9%	\$6,079	\$6,044
Percent of expenditures for teacher salaries*	69.0%	Up from 54.8%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.9%	92.0%
Highly qualified teachers in high poverty schools**	88.1%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Being on board as principal since 2001, I have seen this "little schoolhouse by the bay" turn out to be an exciting research-based learning center for children. Our greatest asset is the tremendous diversity of students and families that we serve. This diversity includes a broad socio-economic spectrum; a significant number of children with exceptionalities that range from giftedness to special needs; and a rainbow of ethnic groups and languages. We believe that the diversity of our school and community lends itself exceptionally well to our school's philosophy and uncompromising vision: faculty and staff will continuously work at creating meaningful and innovative learning experiences for all of our children at BES.

With a student body of 437 children ranging from infant/toddler to fifth grade, Beaufort Elementary supports learning programs and instruction that are developmentally appropriate and academically challenging. Our Infant/Toddler and Early Childhood curricula and environment is inspired by the Italian Reggio Emilia philosophy which emphasizes commitment to the creation of conditions for learning that encourages and facilitates children's construction of "his or her own powers of thinking through the synthesis of all the expressive and communicative languages." (Edwards and Forman, 1993).

Classroom educators in the upper grades at Beaufort Elementary understand how important it is to establish learning partnerships with our students and families. While learning activities in our classrooms are teacher-facilitated, most of the learning experiences are child-directed. An abundance of education research shows us that in-depth learning begins to occur when a child's learning environment encourages free exploration and investigation of a subject matter. Our job as educators is to make sure that our students are provided with unlimited learning opportunities in a safe, exciting, and challenging academic environment.

Technology and the arts are two essential mediums for learning academic subject matter at Beaufort Elementary. A third grade research project on African culture might include an Internet search for African cuisine recipes, as well as creating a still life model of an indigenous African fruit. Fourth grade may explore the art of letter writing by participating in an in-depth study of Vincent Van Gogh's letters to his brother Theo.

In 2001 Beaufort Elementary educators began a series of staff development workshops and study groups with the sole purpose of identifying the important concepts imbedded in South Carolina's curriculum standards. Once these concepts (Power Standards) were brought to light, we began to refocus our school's curriculum to make certain that our students receive maximum exposure to the concepts and learning foundations that lead to life-long academic success. Increased 2002/2003 PACT scores suggest that we are even closer to meeting our goals of academic proficiency across the board. At Beaufort Elementary School, we are ABC - "All Because of Children." You are always welcome!

Dr. Terry Hitch, Principal

SIC Co-Chairs Mr. and Mrs. Farley

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	33	51	51
Percent satisfied with learning environment	65.6%	88.0%	82.0%
Percent satisfied with social and physical environment	81.3%	90.2%	82.4%
Percent satisfied with home-school relations	53.1%	92.2%	70.6%

\*Only students at the highest elementary school grade level at this school and their parents were included.